

Bow Belinda

The musical score is written in 4/4 time with a key signature of one flat (Bb). It consists of two staves. The first staff begins with a treble clef and a 4/4 time signature. Above the staff, the chord 'F' is marked above the first measure and 'C7' above the fifth measure. The melody consists of quarter and eighth notes. Below the staff, the lyrics are: '1. Bow, bow, bow Be-lin - da; Bow, bow, bow Be-lin - da;'. The second staff begins with a treble clef and a 4/4 time signature. Above the staff, the chord 'F' is marked above the first measure and 'C7' above the fifth measure. The melody continues with quarter and eighth notes. Below the staff, the lyrics are: 'Bow, bow, bow Be-lin - da; You're the one, my dar - ling.'.

1. Bow, bow, bow Be-lin - da; Bow, bow, bow Be-lin - da;

Bow, bow, bow Be-lin - da; You're the one, my dar - ling.

2. Right hand round, Oh, Belinda; (3 times)
You're the one my darling
3. Left hand round, Oh, Belinda; (3 times)
You're the one my darling.
4. Both hands round, Oh, Belinda; (3 times)
You're the one my darling.

This song partners well with Sandy Land, and Skip to My Lou.

BOW, BELINDA

SINGING

Bow, Bow, Bow, Belinda

Bow, bow, bow, Belinda

Bow, bow, bow, Belinda

You're the one my darling.

Sing the song and clap the beat. Sing the song and walk the beat. Sing the song, step "Bow, bow," and clap "Bow Belinda. You're the one my darling."

Get a partner.

Add movement to the singing using these words..

Right hand round, Oh, Belinda (three times)

Left hand round, Oh Belinda

Both hands round, Oh Belinda

Bow, Belinda and Skip To My Lou can be sung together as partner songs. You can add Paw Paw Patch and Sandy Land. Any combination of these create harmony.

PLAYING

Use the autoharp to create accompaniment. The chords F and C7 work nicely here. Have the students decide where the chord changes occur by listening carefully as they sing the song. Strum on the strong first beat of every measure.

Make a Beat chart with four beats on each of four lines. Assign rhythm instruments to be played as the students read the chart moving from left to right. For example, first line - sticks, second line - tambourine, third line - jingle bells, fourth line - all together.

CREATING

.Divide students into groups and have them choose one of the above mentioned songs. Each group decides how to present its song. They will present their work for each other. Then they can all sing and perform their songs at the same time.

LISTENING

The above activities provide many listening opportunities. Involve students in discussion as to what musical elements were present. Could they hear the individual melodies sung together and the harmony being produced? What did they discover about partner songs? Is there a growing awareness of the beat of a song? Do the students indicate an awareness of the phrases of a song?

CURRICULUM INTEGRATION – Social Studies

Singing and dancing have been part of our culture since the beginning of our country's history. American folk music has a distinctive sound. The play party songs and barn dance tunes began as adult games with elements of courtship. Students might be interested in researching song games from different parts of America